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ABSTRACT

Multiple and mammoth-sized proposals to upgrade schools and to increase the numbers of graduates have been drawn up by selected panels of persons with impeccable educational credentials. But, as a researcher, I agree with selected other researchers who state, "It is like putting the fox in charge of the chicken house--most plans are drawn up and developed by middle-aged and middle-class persons." I, as a researcher, do not understand how these persons as the actors on this stage, perceive their level of omnipotence to be such that they understand or are able to design plans for improvement of settings that they have only read about as observations of similar middle-class, often middle-aged writers. This presentation states, occasionally in the actor's own words, some of the agendas other than the academic curriculums that were played out in school settings, and that many times these were the reasons why the students left school. Most significant in this research were the adult-to-child behaviors that were recorded over the four-decade span which proved to be significant factors in the success or failure of the school experience of the students. (Author)

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THE LEGACY OF BABEL

Lillian Pegues Jennings

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THE LEGACY OF BABEL

There currently exists within the United States an educational predicament that is entwined among the multiple other social systems (systems that serve humans) and forms the infrastructure for governance (or politics) of this country. The social systems interwoven in the existing societal predicament incorporate the major systems of health, housing, finance, criminal justice, transportation, and schooling. Any thesis that fully discusses all segments of the infrastructure of social systems would be too lengthy for this paper, yet they are all so intrinsically entwined that it is almost impossible to extricate any single system for full discussion. I attempt to briefly discuss the predicament in one system - schooling - in this paper.

The existing schooling (educational) predicament reminds me of the legacy of Babel as noted in the biblical analogy. The book of Genesis states

> Then they (the people) said, "Come, let us build ourselves a city, and a tower, with its top in the heavens, and let us make a name for ourselves, lest we be scattered abroad upon the face of the whole earth". And the Lord came down to see the city and the tower, which the sons of men had built. And the Lord said, "Behold, they are one people, and they have all one language (as did nineteenth century educators); and this is only the beginning of what they will do; nothing that they propose to do will now be impossible for them. Come let us go down, and there confuse their language, that they may not understand one another's speech". So the Lord scattered them abroad from there over the face of all the earth, and they left off building the city. Therefore its name was called Babel, because there the Lord confused the language of all the earth; and from there the Lord scattered them abroad over the face of all the earth. (1)

It seems that in the 1980's these same human behaviors of confusion are being acted out among the multiple areas of education in the United States. Multiple reports castigating the status of American education which have appeared

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during the past two years have been a Babel of confusion. But, which sectors or facets of education have they addressed. Were they addressing, to name a few,

Public elementary/secondary schools
Private elementary/secondary schools
School teachers
Public Universities (producers of teachers)
Private universities (producers of teachers)
University professors
Vocational education
Religious schools
Liberal Arts institutions
Racially restricted schools
Native American schools
Schools operated with or for private business, or perhaps all of these?

These multiple and confusing attacks upon education seemed like the behavior of a pack of wolves turning on a downed member to totally destroy it before the pack members (the other social systems) proceed on their several ways. Every group with an educational voice took its turn at attacking the downed member (education) of the pack. Eight major reports were published in 1983, and many more in 1984. (2)

Education of the American public may be more confused than those most dedicated to attacking it believe. The thrust of the scathing articles which criticize the schools and colleges is aimed at falling test scores, or the gap between what used to be and what currently is recorded. Former United States Commisioner of Education, Ernest Boyer and Fred Hechinger, the education columnist for the New York Times note a more alarming and troublesome gap. They note the gap between what is today, and what must be, if our next generations of Americans are to function in our increasingly technological society. Their report deals primarily with higher education, but the most pessimistic section of the report deals with the elementary and secondary school years. They conclude that "schooling in America is in serious trouble", but this may be a vast understatement. They

point out that public support for public education is declining as a result of public frustration over falling test scores, conflicts over national priorities, taxpayer revolts and recognition that education is not a panacea to cure every social ill.

I am supported in my thesis about the confusion in our social systems by those who write about the broader world as it is enveloped in seemingly endless chaos. Alvin Toffler describes the confusion in our social systems and adds a psychological dimension as a part of his description.

> The media report a seemingly endless succession of innovations, bizarre events, assassinations, kidnappings, space shots, governmental breakdown, commando raids, and scandals.....all seemingly unrelated. (3)

Mr. Toffler further discusses the incoherence of political life as it is mirrored in the personality disintegration of so many people, and the crosscurrents that are created by the waves of change that show up in our family lives, our sexual attitudes, and our personal morality. He further suggests that at the root of much of the problem is the fact that most of the inhabitants of the rich countries of the world are still operating within the mind-set of an industrialized society (second-wave) which is a dying order, while others are constructing a technological (third-wave) - and radically different tomorrow - which dumps us into confusing and self-canceling mixtures of the two.

The confusion (or Babel) in education further exhibits itself in many behaviors that the average person's common sense notes as being inappropriate. Dr. Milly Cowles, dean of the school of education at the University of Alabama, Birmingham, argues against a notion that children should not be promoted to a higher grade until they have mastered the one they're in. She said that "Kids

aren't products on an assembly line, to be taken off the conveyer belt if they are 'defective' but that they are individuals who are different and who grow and learn at different speeds. This is the way you program a child for failure. First you decide that when he is 6-years-old, he must read by September, whether he is ready or not. If he can't, he flunks kindergarten. It would be cruel to pass him, that would be social promotion; never mind that making him repeat a grade makes him feel ashamed and stupid." (4) The real choice is not between assembly-line education and the sort of individualization that likely is impossible. The real choice is between insisting on grade-by-grade competency on the one hand and the certified disaster of social promotions on the other. Either one is a confusing social choice to make.

School populations do not have to reflect a single set of descriptors in order to be successful in the learning process, and to have their educational programs void of confusion. Some schools having multiple populations do work, and are not confused masses of students and teachers. John McManus, in his study done for the Institute for Educational Leadership, focused upon the items that were consistent among effective schools, no matter what the school population demography displayed. The results of his study showed all of the effective schools had most of the same factors that distinguished them from failing schools. He noted that unessential were the new school building, television monitors, projectors, tape recorders, veteran teachers, class sizes in the lower twenties, new textbooks and highly paid teachers, though these elements might help. He noted that the essential items were a strong leader for a principal, teachers who make learning interesting, an atmosphere free of distractions, a continuous curriculum, appropriate testing and evaluation processes, continuing involvement of parents, and a generally positive regard for education. (5)

Confusion in schooling (education) has fanned out to countries beyond the borders of the United States. In Peking, as noted in the Korea Herald (6), China's 9.5 million teachers, long despised by Maoists as members of the bourgeois intelligentsia, are getting a pay raise to boost their image and spur modernization. Analysts said the changes are necessary as a way of raising the levels of education and of decreasing the social confusion that abounds within the systems for schooling in that country.

In Japan, another set of confusing behaviors are at work. Little more than a century ago, Japan was a nation of rice planters and silkworm farmers, isolated by choice from the rest of the world and ruled not by a business-oriented elite, but by military warlords, the shogun. It is a nation that was devastated and depleted by military defeat only forty years ago. Now Japan is the second-largest economy in the world, accounting for almost ten percent of the world's GNP and boasting its second-highest level of personal income. More than a third of the world's three dozen largest banks are Japanese. Despite this progress and commitment, education is, like the country itself, at a major turning point. Japanese educators are struggling along with the nation's business and political leaders, to solve problems that are, ironically, the by-products of success. They have the benefits of comfortable houses and high-speed trains, and also have the problem of school violence and delinquency, says one of their leaders. The challenge facing them is harmonizing freedom and wealth with discipline.

The development of a strong national capacity for research and innovation will require the nurturing of traits and abilities that are not presently rewarded in Japanese schools - originality, diversity, creativity, risk-taking, inventiveness. And many Japanese educators are being forced to consider the notion that, as good

as the country's education system has been for building a competitive economy, it may not be suited to the task of placing Japan at the cutting edge of research. What Japan hungers for today is not a uniform crop of gifted students, but people with extraordinary talents, heterodox people; human resources with the potential for achieving great things. Already there is confusion as the nation is accused of becoming too westernized and losing the Asian Mind. The country is said to be losing much of its cohesion gained from its Asian values, and getting in return the chaos of western success. Many other countries of the world can be described as evidencing the signs of confused behaviors that I have already related so far.

From the vantage-point of a behavioral scientist, I feel that there is an even more basic reason for the confusion in the human service systems in this country and in most of the rest of the world. I find that the greatest levels of confusion exist in the systems that have been designed to serve the needs of children and that the confusion is related to inappropriate adult-to-child behaviors. I first developed a research interest in adult-to-child behaviors during my early years of classroom teaching. I developed a clinical interest in the teacher-to student interactions in the multiple educational settings where I worked as a teacher. I personally had to find a way to understand the range of adult-to-child behaviors that I observed in classroom settings in order to retain my own professional perspective. These professional positions ranged from the lowest socio-economic schools of coal-mining towns to schools in more socio-economically affluent steel-producing centers, and on to upper socio-economic status schools in affluent suburbs. As a social science clinician, the differences in the adult-to-child behaviors observed cover a complete range on most behavioral scales. I had to find a reason that made sense to me for the wide variations in these behaviors that I observed.

My first research step was to recall, interview, and record case studies of my former public school classmates, from my position of being one of the same group of students that traveled from grade one through grade eight together. This became an eye-opening exercise in recording human behaviors. I would like to share brief excerpts from these with you now, but time constraints force me to just state that of the thirty-six of us who started to school together in the first grade, I am the only one who graduated from high school. One of these former classmates, who dropped out of school prior to graduation primarily because of negative adult-to-child behaviors encountered during the developmental years, is now a multi-million dollar land developer, another is a top-level global mafia personality, and another two are in business for themselves. My research suggests that one of the major reasons for the high school dropout rate was and still is, indeed, adult-to-child behaviors (parent-to-child, teacher-to-child, community-to-child), and the confusions caused by the inappropriate adult-to-child behaviors in educational settings.

The second step in my research was a clinical observation of behaviors of my public school teaching colleagues in multiple educational settings. I have recalled and recorded many of these, but again, time constraints do not allow me to share these with you as case studies in behavioral disintegration.

The third step in my research was related to my role as a professor of education charged with the training of teachers. Increasingly my goal became one of evaluating various strategies to see if some of the negative adult-to-child behaviors that I had already seen enough of, could be changed. I felt that if the human family was to survive as a group of rational beings, some intervention strategies were a vital necessity especially as it involved adult-to-child behaviors in educational settings for lower socio-economic and minority groups. My

doctoral research involved case studies of students who elected education as a major, what kinds of personalities were involved, what behaviors were predictable by these personalities if they were given a chance to work with children in a totally non-competitive, non-theatening environment for them. Indeed, what behaviors would the teachers and these young adults exhibit in the classroom settings. This third phase of my continuing research involved a project that was funded for a three-year-period for a total of $325,000. The major project activity was the participation of forty-five university juniors in teacher education programs for a one semester period during the three year period. Each one was assigned to one teacher for one semester to work as a full-time aide. The students each received twelve semester hours of methods coursework credit and all extra project-related expenses were paid. Three project objectives were stated.

a. To see if learning levels of the children increased in the classrooms involved in the project as noted on test scores.

b. To see if the additional helpers in the classrooms caused more positive adult-to-child behaviors to be exhibited by both adults.

c. To increase the awareness of the pre-teachers as to inappropriate adult-to-child behaviors, with a correspondingly better understanding of why the objectionable behaviors occurred. Perhaps they would be able to develop techniques for avoiding these negative, non-productive, behaviors they saw in some settings, and add these to their own behavioral repertoires.

The project participants were able to record some of the <u>best</u> adult-to-child behaviors as well as some of the worst. By <u>best</u>, I mean activities like some students taking needy children to their homes or dorm rooms for a fun-filled weekend. By <u>worst</u>, I mean a kindergarten teacher observed and recorded having a temper tantrum in her classroom and beating a five-year-old child's head against the floor. There were a wide range of in-between behaviors noted. The most important research value of this stage was the fact that the adult-to-child

behaviors were observed and documented by this cluster of about 250 college students over a three-year period. This research was the basis of my dissertation and has been validated by the dissertation committee of senior university professors. This document has a copyright, and this research gave credibility and validity to my prior clinical observations.

The fourth phase of my research was mandated by my personal need to view adult-to-child behaviors historically and to theorize as to whether prior phases of my clinical observations were atypical as to the high incidence of negative and sometimes brutal behaviors recorded. This phase of my research has depressed me most of all. Most parents that I know take care of and lovingly nurture their own children. Why has what I have seen and what I am now researching been so very different from personal, within family, experiences for me and most of my friends. Confusion again!!

The History of Childhood (7) tells a mournful tale of abuse of children from the earliest recorded history of this earth's human family to the present day. I do not suggest that the general statement of negative adult-to-child behaviors that I am making applies to all people at all times. There is no doubt that there have always been parents who have lovingly nurtured and cared for their children and any mistakes they may have made in their up-bringing were due to ignorance rather than to studies intentional ill-will. Even though we are shocked at the high levels of the incidence of battered or abused children, we have to recognize that only since the eighteenth century has a more humanitarian set of behaviors toward children emerged. William Langer says in the History of Childhood (8)

> Possibly the heartless treatment of children, from the practice of infanticide and abandonment through to their neglect, the rigors of swaddling, the purposeful starving, the beatings, the solitary

> confinement, and so on, was and is only one aspect of the basic aggressiveness and cruelty of human nature, of the inbred disregard of the rights and feelings of others. Children, being physically unable to resist aggression, were the victims of forces over which they had no control, and they were abused in many imaginable and some almost unimaginable ways by way of expressing conscious or more unconscious motives of their elders.
>
> There may well have been yet another facet to the problem - one which can never be proved, but for which there are many indicators. Humans, like all animals and plants have an almost infinite reproductive potential. More babies have always been born than societies could provide room or employment for. Hence the wide-spread practice of infanticide in one form or another, with the chief victims always being the female infants who could eventually produce yet more souls. Hence probably also the notion, prevalent at least in the Christian world, that sex relationships were sinful, and that resultant offspring were from the moment of birth, evil. How else is one to explain the cruel practices designed to exorcise the evil and make children less of a nuisance than they were? Countless women felt that they had too many children. The well-to-do upper classes, it is true, were frequently concerned to ensure themselves of an heir to the estate, and in some parts of the world it is even now true that peasant families desire large families so as to provide for their old age. But, in the western world, when life expectancy at birth was thirty years or less, this was not a controlling factor. Peasant women who had to work all day in the fields tended to regard young children as an encumbrance and took any and every means to discipline and quiet them. That children were put to work at a very early age is no news, but even at work they were often treated more as slaves than as humans. In short, children were not uncommonly looked upon as a real burden, and often called forth resentment and hostility (in those charged with their care).

Childhood as a stage developed in the late eighteenth and early nineteenth centuries so the tasks and jobs children then performed could be taken by adults (many of the new waves of immigrants) who were unemployed and were thought to need the financial rewards for care of adult needs. The public schools were developed as a primary economic issue so the urban children could be cared for in a least troublesome way until they could become gainfully employed and provide economic help to their families. Farm children during this time still could be of economic value to the family because they could do the farm chores almost as soon as they could walk and

run. Time spent in school was, therefore not as important to the farm families until more recent times. Child labor laws were developed as a social need, but also to remove children from work settings to allow others who were not upper-class to have a chance to learn "reading, writing, and arithmetic" and thus become more easily productive members of their democratic culture. As the capitalistic system became more mechanized and fewer little fingers were needed, the rapid growth and expansion of the public schools broadened immensely, using a confusing social science rationale for this economic change.

Throughout the twentieth century, the industrialized mechanization process required the strength of adults to run the machines, so more and more children were compelled to attend school, with the mandatory school age range being raised. Thus the stage of adolescence developed with all of the confusions involved in a forced social delay in adulthood accompanying this stage. As the decrease in need for the work of children became more apparent in urban areas, the tasks assigned to the schools to interest and keep the children busy have become broader. Schools have been asked to assume more and more of the total responsibility for children in our culture.

As a researcher, I am now involved in the fifth phase of my research in which I am attempting to record the adult-to-child behaviors of the 1980's, when our industrialized stage is almost over and the stage of technology is upon us. I am again recording a mournful tale of treatment of children and adolescents in this country and in many other countries of the world. I restate the fact that "the direction of human affairs had never been confided to children, and that historians, who have recorded primarily the political and military affairs of the world, occasionally have added records of social intrigues and rivalries of royal courts and governments. They have paid almost no attention to the ordeals of children and to childhood. Even educators have, for the most

part, devoted themselves to the organization and curricula of schools, to theories of education, with only occasional references to adult-to-child behaviors in educational settings. This lack of interest documents a massive confusion of purpose and perceptions to items that are crucial to the learning climate of the educational settings as it relates to children who are the learners.

The media reports for me on the adult-to-child behaviors of the 1980's, and the data reveal our current cultural value of children which masks and confuses the issue of adult-to-child behaviors in educational and other settings. Three items of sexual abuse of children in educational settings include the following.

> The granite ramparts of the U.S. Military Academy, the nation's oldest military post, and the towns in its shadow have been jolted by charges that children were sexually and physically abused at the daycare center on the grounds.
>
> Because of the setting, in an intimate community with all the stratification of military tradition, the case throws into unusually high relief some of the social conflict and ambiguities associated with a crime in which the victims - and only witnesses - are often babies, and the abusers are almost never strangers, but relatives or other familiar grown-ups. (9)
>
> Children's reports prompted by a play about sexual abuse that is touring elementary schools in Prince William County have led to one arrest and at least five police investigations, according to local authorities. Police said that further arrests stemming from reports by children who have seen the play are likely to come. The play "Hugs and Kisses", is written for elementary school-age children and stresses the difference between "good touching" and "bad touching". (10)
>
> The most widely publicized case of all has been the recent disclosure that children enrolled in an exclusive daycare center in California had been systematically abused, both physically and sexually, and that they had been taken from the center at various times to participate in sexually explicit pornographic movies that were filmed in the general area. (11)

The Atlanta child murders of 1981-82 were the most significant in the area of missing children in the United States in recent years. There was a string of

twenty-nine murders, mostly of children, that focused international attention on the city of Atlanta, Georgia at a pivotal time in that city's economic development. Their police department, and later the F.B.I. and the White House were involved in the probe which generated fears that the killings were racially motivated. One suspect, Wayne B. Williams, was arrested and charged with two murders. With his conviction, attention was no longer focused upon Atlanta. Police departments in all of the major cities of this country breathed a sigh of relief because they did not want their problems with missing, molested, or murdered children brought into public focus. They wanted no attention focused upon this unsolvable problem because if the truth were told, there are more than 1,000,000 missing or murdered children on record at any given time in this country.

Environmental hazards for children are noted in these next two media items. These represent the industrial and business behaviors toward children.

> Over the past two years, parents in a compact, 10-year-old subdivision called Friendly Hills, 20 miles southwest of Denver, Colorado, have watched in horror as 12 neighborhood children have died of cancer, heart disease, or meningitis. Another five children are battling cancer now, residents say, and there are dozens of unexplained cases of heart, brain, and lung disease. The neighborhood's 5,000 residents, realizing that they live in what public health experts call a "cancer cluster", are blaming the problem on toxic wastes and demanding governmental help. (12)

> In San Juan Puerto Rico, children as young as 17 months old wear diapers, wave pacifiers..... and are menstruating. Rosie Maria, 15 months old, has developed large breasts. So has Manuel, a 9-year-old boy whose estrogen level exceeds that of an ovulating woman. Shirley, an 8-year-old with the breasts of a grown woman, also has large cysts on each of her adult-sized ovaries.
>
> These children are part of a public-health disaster that has been called this country's Love Canal. The affliction is abnormal sexual development. It is estimated that 3,000 youngsters are affected. The cause is unknown, but the Puerto Rican doctors treating more than half the cases suspect an environmental contaminant, most likely estrogen in the food chain.

> One possible source of the estrogen is growth stimulants for chicken and cattle. Their use is restricted... but critics say their misuse is common. (13)

Adult-to-child abusive behaviors are occurring in other parts of this planet, also. In Sydney, Australia, Prime Minister Bob Hawkes youngest daughter and her husband sought help for their heroin addiction use after doctor's told them that their son was born addicted to the drug.... The mother and her husband have been confronted with the fact that there was extensive tissue degeneration and some wastage of and a shortened life expectancy to the extent of a few years (for them and their child).

In New Delhi, India

> The ghastly tableau unfolds in the crowded working-class neighborhoods here and elsewhere in India so often that it is rarely worthy of more than a few paragraphs in the next day's newspapers.
>
> A violent family argument is suddenly punctuated by the terrified shrieks of a young housewife, as her husband pins her arms behind her and her mother-in-law drenches her with kerosene. Neighbors nervously shutter their windows or hurriedly walk away as the mother-in-law throws lighted matches at the struggling, beseeching housewife and mother (sometimes as young as age 10).
>
> Doctors who examine dying dowry murder victims say that they refuse to implicate their husbands or mother-in-law because of the threats to burn the wife's infant children. (14)
>
> Widespread killing of infants still may be practiced in China, and a specialist said the killings may number as high as tens of thousands a year, according to information released yesterday at the National Academy of Sciences.....Numerous stories in Chinese newspapers reporting and condemning infanticide, however support the liklihood that a substantial portion of the distorted demographic data ratio of males to females is cause by infanticide. (15)

In England, abuse of one's self and one's own child are noted.

> An increasing number of children starting primary school (in England

> and Wales) are aggressive, obscene, and destructive, according to a teaching union's report published recently. Children aged four or five often cannot go to the lavatory unaided, cannot dress or undress for P.E., lack even the most basic manners, and give infant school teachers serious discipline problems, says the report. (What do the teachers expect of four-or-five year old children?) The teachers find that the child insists on having its own way and uses such techniques as temper tantrums, obscenities, and aggression toward other pupils to get it.... The report continues stating that, "Children are just no good little hellions." (16)

Perhaps the most horrible facet of the items that I have been reading and noting in my research is the following statement. These children were certainly valueless.

> In Sacramento, California, three children chopped up the bodies of two girls and a boy who were beaten with metal pipes during the filming of a "snuff" movie, a prosecutor says. The children are the victims of a child molestation ring, investigators say. Investigators claim that five suspects, four of them employees of a suburban restaurant, forced children to participate in macabre sex rituals involving satanism, witchcraft, and mock weddings.
>
> The officers said that three girls told investigators they were present when the three children were fatally bludgeoned in the basement of a Sacramento house in 1982 during filming of a "snuff" movie .....one that depicts a murder.....
>
> The three children were given drugs. A metal pipe was taken to the heads of each of the children. The blows were sufficient to have probably killed the children. The investigator said that the girls told of being given instruments while the cameras were going and that they described what they had to do to these children, to the dead bodies..... the cutting up of the bodies. (17)

All of these citations should confirm for us all that our children are put at risk in today's culture by negative adult-to-child behaviors. If children and adolescents are the continuing recipients of hostile and negative adult-to-child behaviors in every other social system in all of the world cultures, who of us is foolish enough to suggest that similar human behaviors are not occurring in the social system called schooling. My project research documented a microcosm of

these hostile behaviors as far as children and youths were concerned in a selected setting. If these behaviors are multiplied by the total number of settings for schooling (in this country as well as in others) then the social problem is probably one of astronomical proportions.

Our federal government, which should be our cultural leader, is proposing cuts again that will further constrain any positive efforts in the human and physical support systems for children and their families. This increases the negative impacts of the social contacts that these devalued children have when they interact with the adults in whose care they are placed. In the 1981 federal budget cuts that were proposed, the following were included.

a. Preventive Health Block Grants received a 12.3% cut.
b. Maternal and Child Health grants received a 23.5% cut.
c. Alcohol, drug abuse/mental health block grants received a 21.2% cut.
d. Community Health Centers received a 24.1% cut.
e. Family planning programs received a 22.8% cut.
f. The total shut-down of the Department of Education was proposed.

In the proposed cuts for the 1985 budget proposals, the federal government again exhibits negative adult-to-child behaviors by making more cuts in programs that provide help for children and their support systems. The cuts drastically affect all of this country's persons who are a risk, including children and adolescents. This also sends a message to all of those who would exploit the helplessness of children and adolescents that they are culturally valueless and that it is alright to use them and abuse them in any way that they desire and that the perpetrators of the hostile actions will not be held legally accountable for their actions by being fined or jailed. If the United States, as the wealthiest country on this earth and the most intellectually enhanced exhibits these negative and hostile behaviors toward its children and adolescents, it further validates my research thrust.

The direction of this personal research thrust is one that this country really does not want to hear. We want to believe that we are all God-fearing, good people, who treat everyone (especially our children and young people) with kindness, help, and respect. We want to ignore the fact that we are even capable of the behaviors that my research has documented.

Historically, ethical sensitivity has been at its highest during one's youth. The continuing success of activities like the peace corps stand as testaments to the desire for a true brotherhood of man. Priests and clergymen are recruited from among the young because flames of moral fervor burns brightests at that time. Awareness of hypocrisy hits them with sharp black and white focus. As people age, they begin to see our ethical choices as a bunch of grays or in terms of process rather than easily obtained ends. If our social systems are to change (and schooling is one of the systems), a blend of the decision-making processes of older members with deep loyalties and personal stakes in the current systems that prevent even discussion of the problems, with young new members to the systems whose emphasis is upon what the institutions might become are necessary. The crucial importance of schooling must be recognized as it relates to all human successes in all of our social systems. The rewards of schooling and the rewards of learning must be greatly enhanced in our cultural and economic values. The model for examining and improving social systems as developed by Dr. Miles can be a viable methodology for a clear vision of all of our social systems. Confusion must give way to clarity and order in the entire cluster of facets that are incorporated into the process that we call schooling in the United States.

Perhaps the continuing confusion that we see about us as documented by writers like Toffler and the general media in our so-called democratic system is more in

line with the perceptions of Marx than with any of the other great thinkers as our systems and institutions continuously go through the confusions of the cycles of a so-far peaceful revolution from the agrarian, to the industrial, to the technological stages of cultural development, with the negative (sometimes violent) human behaviors that accompany these social changes as reactions ending up being acted out on the helpless and voiceless valueless entities of our culture and showing the confusion of a true Babel.

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NOTES

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2. Major Educational Reports Published in 1983:

   a. A Nation At Risk - Terrel H. Bell, Sponsor.
   b. Action For Excellence - Educational Commission of the States, Sponsor.
   c. Making The Grade - Robert Wood, Author.
   d. Education and Economic Progress - James B. Hunt, Sponsor.
   e. Toward A National Educational Policy - Carnegie Corporation, Sponsor.
   f. A Celebration of Teaching - Theodore Sizer.
   g. High School's in the 1980's.
   h. High School: A Report On American Secondary Education - Ernest Boyer, Chair, and Carnegie Foundation, Sponsor.

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- AUTHOR ABSTRACT
(To Accompany Document Submitted to ERIC/SP)

Author: Dr. Lillian Pegues Jennings

Title: "The Legacy of Babel"

Abstract (up to 200 words):

Multiple and mammoth-sized proposals to upgrade schools and to increase the numbers of graduates have been drawn up by selected panels of persons with impeccable educational credentials. But, as a researcher, I agree with selected other researchers who state, "It is like putting the fox in charge of the chicken house .....most plans are drawn up and developed by middle-aged and middle-class persons". I, as a researcher do not understand how these persons as the actors on this stage, perceive their level of omnipotence to be such that they understand or are able to design plans for improvement of settings that they have only read about as observations of similar middle-class, often middle-aged writers.

This presentation states, occasionally in the actor's own words, some of the agendas other than the academic curriculums that were played out in school settings, and that many times these were the reasons why the students left school. Most significant in this research were the adult-to-child behaviors that were recorded over the four-decade span which proved to be significant factors in the success or failure of the school experience of the students.

Key Words:

negative adult-to-child behaviors, improvement of school settings, causes of school drop-out rate, long-term research, actual words of students